

## Teacher Evaluation System

**In Compliance with M.R.S.A. 20-A, Chapter 118**

History of Revision, benchmarks

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## **Rationale**

It is the position of the Maine Department of Education that “systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every school learner has access to highly effective teachers and school leaders.” With this position statement serving as the cornerstone of its work, the Performance Evaluation and Professional Growth (PEPG) Committee of the Biddeford School Department spent school year 2014-2015 developing its teacher and principal evaluation system. A healthy exchange of ideas with teachers, school committee members, community members, union representatives, teachers, and administrators has resulted in thoughtful plan. The Steering Committee continues to meet annual to revise and refine the plan.

Any large and complex organization needs to have a systematic procedure for evaluating staff, and for providing its employees with the opportunity to reflect and plan for professional growth. Research has shown that the absence of feedback is akin to negative feedback. And there are few who would quibble with the assertion that teaching can be a lonely or isolating profession: so often we close our doors, teach our lessons, go home, grade, plan, and repeat. Because teachers may not interact with building leadership on a daily basis, opportunities for oversight, feedback, and professional dialogue are scant. If observation, supervision, evaluation, and the use of student outcomes is best practice, it must be codified in this manual and adhered to in practice.

This is a living document: the PEPG Committee will continue to convene annually to assess the program and make mutually-agreeable changes in order to ensure fairness to teachers and principals and the efficacy of the plan. The members of the PEPG Committee are:

Chris Indorf, Assistant Superintendent  
 Margaret Pitts, Principal, BPS  
 Tammy Carusone, Teacher, BMS  
 Lori Wilson, Teacher, DCS  
 Jeremie Sirois, Principal, BHS  
 Tom McGovern, Teacher, BHS  
 Lori Flynn, Teacher, BPS  
 Lisa Quigley, Data Manager  
 Paulette Bonneau, Director, COT  
 Tiffany Jackson, HR Director  
 Tricia Bennett, Teacher, JFK  
 Patsy Gendron, ELL Instructor  
 Sandy Trask, Teacher, DCS  
 Lindsey Nadeau, Principal, JFK  
 Kim Sampietro, Principal, DCS  
 Deb Kenney, Principal, BIS  
 Deb Hapgood, BRCTO Instructor  
 Matt Cook, Dayton School Committee  
 Scott Descoteaux, Principal, BMS  
 Dennis Anglea, School Committee, Biddeford  
 Lisa Vadnais, School Committee, Biddeford  
 Jen Normand, Special Education Director  
 Mindy Dyer, Assistant Special Education Director  
 Mandy Cyr, Director of Innovation and Instruction

### **Professional Practice Tool**

The Biddeford School Department (“BSD”) established a “pilot” for the 2014-15 school year with building principals training in the Marzano Laboratories iObservation Teacher Evaluation System, one of the four approved teacher observation models approved by the Maine Department of Education. Given the change to the MEA, and creating another year to establish baseline data, the MDOE approved school years 15-16 and 16-17 as “pilot” years, also.

iObservation is an instructional and leadership improvement system which collects, manages and reports data from classroom walkthroughs, teacher evaluations and formal teacher observations. The model is a combination of Charlotte Danielson, Robert Marzano and Douglas Reeves theories and practices.

iObservation is an electronic tool which tracks and scores a variety of data points to determine teacher effectiveness. In so doing iObservation uses common understanding of classroom instruction, focuses on enhanced teaching techniques to increase student learning, develops trust with educators, fosters reflection and collaboration, connects teacher and student learning, and helps administrators to monitor and support effective teaching and learning. For the first time teachers have the power to analyze the impact of classroom practices as it directly connects to the performance of their students. iObservation results are immediately accessible and teachers can continuously adjust their instruction to increase gains in student learning.

The BSD has been involved in training as a district in which the following individuals were present for two days during the summer of 2014: Superintendent, Assistant Superintendent, Special Education Director and Assistant Director, and building principals. Subsequently, all administrators have been trained on the iObservation tool through the Casco Bay Educator’s/LSI training series, and are qualified by training and experience to manage an observation, evaluation, and supervision system. The components of the observation system are defined in the LSI literature shared with teachers, and in a training session conducted by the Assistant Superintendent in August, 2015. The frequency with which teachers will be assessed is defined by school committee policy; in sum, teachers are formally observed on a 3 year rotating schedule. New teachers are observed more frequently. Administrators may observe professional practice more frequently as needed. Professional practice is not solely observable in a classroom setting, or with the iObservation tool. Teacher efficacy is evaluated constantly—in PLCs, at IEP Team meetings, and in the daily life and culture of the school. The iObservation tool is used to feed the Boolean Matrix found on page 8 of this document, but assessments of professional job functions may be conducted without this tool. A teacher’s “summative effectiveness rating” as defined in this document is one part of a teacher’s personnel record; it is not necessarily the entirety of it.

*In BSD’s Teacher Evaluation system, the PEPG Committee has agreed that “professional practice,” as measured in part by iObservation, shall serve as 80% of a teacher’s summative effectiveness rating (SER).*

## Student Learning and Growth Measures

A teacher's job is to ensure that students make continuous progress toward proficiency in specified curricular standards. Effective teachers know their students' learning needs, set rigorous and feasible learning targets, align practice and instruction to the achievement of those targets, and monitor student progress through high quality assessments.

*In BSD's Teacher Evaluation system, the PEPG Committee has agreed that "student growth" shall serve as 20% of a teacher's summative effectiveness rating (SER).*

There are two options for "student growth" to be applied to a teacher's SER.

### OPTION #1

"At the teacher's discretion, large scale assessments (such as the State assessment) may be used solely in satisfying the requirement for multiple measures of student learning and growth." The State Assessment is currently the eMPower test. The PEPG Steering Committee has elected to utilize "Collective Growth Measures." If a teacher elects to utilize *only* the MEA to reflect student growth, the score conversation on page 6-7 shall apply, at a 2x factor.

### OPTION #2

Two growth measures will be summed and applied to a teacher's Summative Effectiveness Rating.

#### Growth Measure #1 - 10 %<sup>1</sup>

##### **STAR Assessment** (Grades 1-12)

To establish growth goals teachers will use Student Growth Percentile scores. With STAR Reading and Math educators have access to a scientifically reliable and valid method for setting appropriate, achievable and challenging progress-monitoring goals for students. The STAR Student Growth Percentile scores are based on a dataset of over 11 million nationally normed scores. The Biddeford School District will be using a collective measure of student growth on the STAR Reading and Math Assessments. A detailed breakdown of how student growth rates will equate to teachers' SER is given in the section below on Collective Growth Measures.

##### **STAR Assessment and Number ID Assessment** (Grade K)

To establish growth goals, teachers will use the student growth predictive measures provided by the STAR assessment. The teacher of record, using their identified instructional cohort, will set SMART goals based upon the predicted growth identified by the STAR assessment (see above).

#### Growth Measure #2 - 10%

The eMPower ME assessments are a key part of implementing the Common Core and preparing all students for success in college and careers. Administered online, these assessments provide an

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<sup>1</sup> The STAR Math and Reading Assessments provide a Student Growth Percentile (SGP) ranking in which the rate of student growth can be compared across the 11,000,000 students in the STAR normative dataset. Specifically, SGPs tell teachers whether a student's growth is more or less than can be expected. The District's aggregate SGP score will correlate to points out of four, which feed the student growth column on the Boolean Matrix on Page 8

academic check-up and are designed to give teachers and parents better information to help students succeed.

eMPower ME assessments have replaced existing tests in English and math for grades 3-8 and high school beginning in the 2015-2016 school year. Scores from the new assessments represent a realistic baseline that provides a more accurate indicator for teachers, students, and parents as they work to meet the rigorous demands of college and career readiness.

As with STAR, the PEPG Steering Committee has elected to employ so-called “Collective Growth Measures” wherein a district-wide average of the state assessment will be used. The District’s collective growth score, relative to the state, will correlate to points, out of four, which will feed the student growth column in the Boolean matrix on page 8.

### Impact on Student Growth

Assessment Tool	Points	Performance Metric
STAR	4	The District's aggregate SGP score is 60-100
	3	The District's aggregate SGP score is 40-59 <sup>†</sup>
	2	The District's aggregate SGP score is 30-39 <sup>~</sup>
	1	The District's aggregate SGP score is 30-below
MEA	4	State-level growth* between the current and previous year's MEA administration is exceeded by the Biddeford School Department by 0.51% or more
	3	State-level growth* between the current and previous year's MEA administration is equivalent to that of the Biddeford School department +/- .5%
	2	State-level growth between the current and previous year's MEA administration exceeds that of the Biddeford School Department by .51 and 1.0%
	1	State-level growth between the current and previous year's MEA administration exceeds that of the Biddeford School Department by 1.1% or greater.

<sup>†</sup> "An SPG of 50 can be thought of as typical growth for a particular student, given his/her grade and prior score history."

Source: Renaissance.

\*expressed as a percent, and the number of students who are "at or above state expectations."

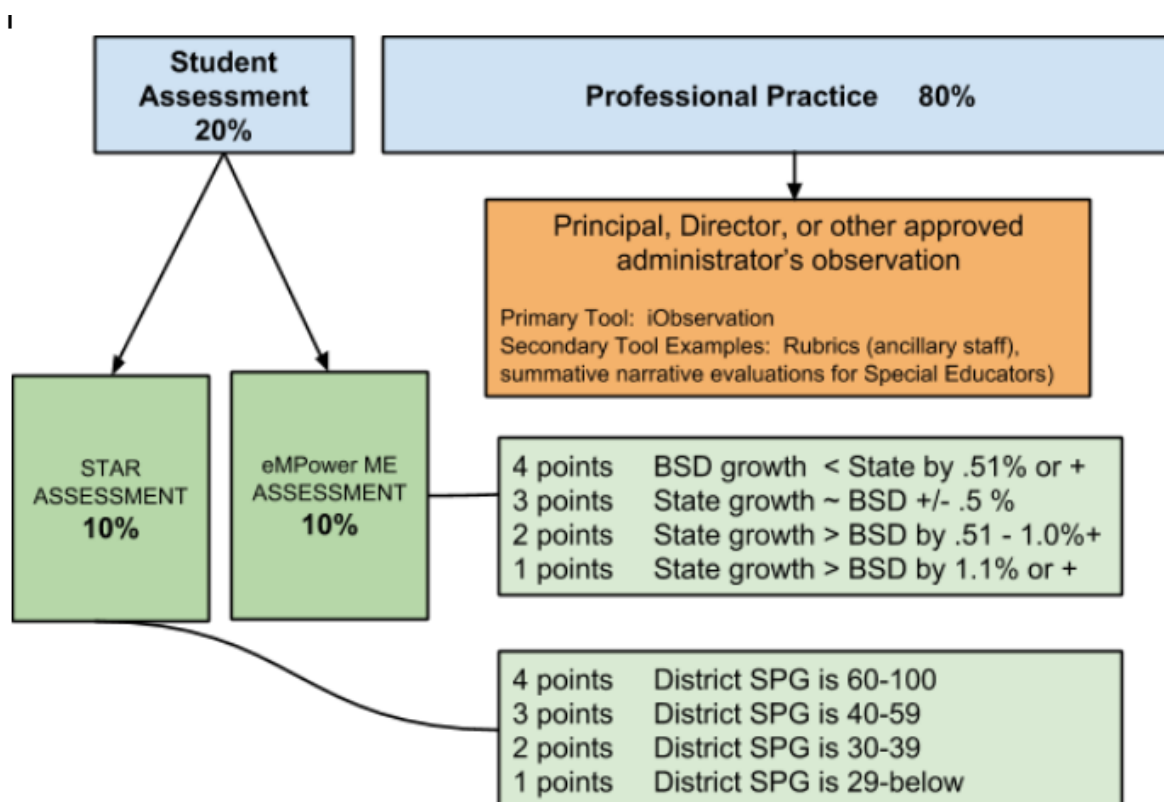
<sup>~</sup>one standard deviation

### Summative Effectiveness Rating Derivation

(or,  $Professional\ Practice + Student\ Growth = Summative\ Effectiveness\ Rating$ )

In accordance with Chapter 180 rules, Section 7, part 1 §6, the Biddeford School Department has elected to calculate a teacher's *summative effectiveness rating* (SER) with primary emphasis on professional practice, as illustrated on page 7.

### Summative Effectiveness Rating Derivation



#### Student Assessment Scale:

HIGH: 7-8 points

MODERATE: 5-6 points

LOW: 3-4 points

NEGLIGIBLE: 1-2 points

#### iObservation Scale:

DISTINGUISHED (2.75-4 points)

EFFECTIVE (2.01-2.74 points)

DEVELOPING (1.26-2.0 points)

INEFFECTIVE (.5-1.25 points)

A summative effectiveness rating sheet, which may be amended with additional comments from the building leader, will be shared with all teachers who are on the district's observation cycle, no later than June 30. See Appendix.

**Combination of Criterion-Based Ratings, Plotted on a Boolean Matrix (MDOE “Method 2”)**

		Combined Professional Practice & Growth			
		Ineffective	Developing	Effective	Distinguished
Impact on Student Learning & Growth	High 7-8 points	Review Required	Effective	Highly Effective	Highly Effective
	Moderate 5-6 points	Partially Effective	Partially Effective	Effective	Effective
	Low 3-4 points	Ineffective	Partially Effective	Partially Effective	Effective
	Negligible 1-2 points	Ineffective	Ineffective	Partially Effective	Review Required



**Results and Consequences-** An educator’s written evaluation, evaluation documentation and summative effectiveness rating are confidential personnel records, in accordance with Title 20-A, section 6101, subsection 2. A sample Professional Improvement Plan is located in the Appendix.

Summative Rating	Professional Development	Access to PD and Higher Education	Employment Consequences
Ineffective	<p>“An educator who receives a summative effectiveness rating of ‘ineffective’ must be provided the opportunity to develop and implement a professional improvement plan” (Chapter 508 of Title 20-A of MRS, Section 14).</p> <p>The Principal will work with the educator and to oversee development and implementation of a professional improvement plan (PIP).</p> <p>The PIP must:</p> <ol style="list-style-type: none"> <li>1. Be in writing;</li> <li>2. Be developed with input from the educator;</li> <li>3. Set forth clear, measurable objectives and deadlines; and</li> <li>4. Be focused on improvement in the specific areas of evaluation identified as needing improvement.</li> </ol>	<p>As the budget allows, teachers who receive a SER of “ineffective” will have priority in funding of--and enrollment in--workshops, coursework, and other professional development opportunities that serve the aforementioned Professional Improvement Plan and are endorsed by the principal.</p>	<p>After one year of ineffectiveness, A Professional Improvement Plan including the support of a mentor and administrator shall be instituted.</p> <p>After, Two consecutive annual summative effectiveness ratings of “ineffective” shall constitute just cause for nonrenewal of a continuing contract teacher per 20-A MRSA §13703.</p> <p>The observation cycle for teachers receiving an SER of “ineffective” shall be no less than 90 day intervals in the subsequent year.</p>

Partially Effective	<p>“An educator who receives a summative “Partially effective” rating of ‘ineffective’ must be provided the opportunity to develop and implement a professional improvement plan” (Chapter 508 of Title 20-A of MRS, Section 14)</p> <p>The PIP must:</p> <ol style="list-style-type: none"> <li>1. Be in Writing</li> <li>2. Be developed with input from the educator;</li> <li>3. Set forth clear, measurable objectives and deadlines; and</li> <li>4. Be focused on improvement in the specific areas of evaluation identified as needing improvement.</li> </ol>	<p>As the budget allows, teachers who receive a SER of “partially ineffective” will receive second priority funding for workshops, coursework, and other professional development opportunities that serve the aforementioned Professional Improvement Plan and are endorsed by the principal.</p> <p>Principal will provide sub coverage.</p> <p>Principal and/or mentor will increase classroom visits.</p>	<p>Two consecutive annual summative effectiveness ratings of “Partially Ineffective” shall institute a Professional Improvement Plan including the support of a mentor and administrator. The plan shall include: at least one peer observation, and working with a colleague within the area of expertise.</p> <p>Teachers receiving an SER of “partially effective” shall be formally observed in the subsequent year.</p>
Effective	<p>An educator who receives a summative effectiveness rating of “effective” regularly demonstrates current practice, knowledge and understanding of professional standards, including monitoring of student performance and achievement.</p>	<p>Effective teachers will be supported by building leaders to continue to enhance and improve their instruction through PD opportunities provided to the district and CBA. Whenever possible, effective teachers will mentor and lead their departments, grade levels, etc.</p>	<p>Effective Teachers have students who achieve acceptable rates of student growth. Effective teachers explore practices in differentiation as part of a daily routine, and practice reflects knowledge and understanding of current professional trends.</p>
Highly Effective	<p>An educator who receives a summative effectiveness rating of “highly effective” demonstrates current practice, knowledge and understanding of professional standards daily, including monitoring of student performance and achievement. Reflective practice is evident through differentiation.</p>	<p>Highly effective teachers will be solicited for support in myriad district efforts, advise building leadership, serve on ad hoc and advisory committees, and lead PD efforts, as willing and available.</p>	<p>Highly Effective Teachers’ students achieve high rates of student growth. Highly Effective Teachers engage in activities such as mentoring colleagues and leading professional development.</p>

### **Center of Technology Alternative**

The PEPG Steering Committee recognizes the unique credentialing and standards of CTE education. Additionally, CTE teachers offer instruction to neighboring schools over which they have negligible curricular or achievement influence (for example, if a student from Old Orchard Beach attends OOB schools for 11 years before coming to BRCOT, we believe that the COT instructor can not be held responsible for collective growth measures from an internal or state assessment.

Accordingly, on March 6, 2017 the COT staff made a formal recommendation to the PEPG Committee to adopt the following model:

80% Professional Practice

10% SLO (see attached template, replaces state assessment)

10% NOCTI, Precision Exams (CTE pre- and post-testing assessments)

At its March, 2017 annual meeting, the PEPG Steering Committee approved of this change to maths feeding the boolean matrix, and to the SLO template. It also deputized the COT director to work with staff to identify common SLOs.

The COT has a different Summative Effectiveness Rating sheet, a copy of which can be found in the Appendix.

### **Implementation Procedures**

#### i. Certification and training for evaluators

Building Principals, Assistant Principals, and program directors have participated in training on how to effectively observe, supervise, and support teachers. Since August, 2014, administrative staff responsible for teacher observation have participated in an average of 9 days of intensive training, on top of any coursework and training they received in preparation for state certification and/or endorsement. In our PEPG system, peer evaluations--while permissible and encouraged for professional development--may not "count" toward a summative score.

#### ii. Communication with Faculty and Staff

The full faculty and staff were kept abreast of the work of the PEPG through periodic mailings from the Office of Superintendent. Additionally, all materials--readings, sample policies, links, agendas, minutes, handbook drafts, state guidelines--were housed online, modified in real-time, and accessible to anyone with a @Biddefordschools email address. The PEPG Committee will continue to meet annually, mutually agree on a communication strategy, and its administrative lead (Asst. Supt.) will ensure that training for new administrators is ongoing.

#### iii. Professional Development

The BSD will continue to offer training and support to members of the leadership team who will be performing observations. The entire district was introduced to the system in August, 2015, and in August, 2016.

#### iv. Access to plan

Plan will be housed on the District website and in the teacher's room; additional paper copies can be requested from the principal at any time.

v. Peer Review

Structured PLCs provide opportunities for educators to share, learn and continually improve their practice. PLCs will dedicate no less than 50% of their meeting time annually reviewing student achievement data, and developing plans (individually, as a team, as a grade level, or as a school [as appropriate]) to improve student outcomes. The “Results and Consequences” section of this plan provides guidance on when peer observation is encouraged or required.

vi. Dataset

Beginning in 2020, the BSD will begin utilizing a 3 year average of collective growth measures for both internal assessment (STAR) and external assessment (MEA eMPower ME). Until that time, year-over-year data will be used.

**Teacher of Record**

I. A system for establishing the so-called “teacher of record” for UA teachers remains under development.

II. CLASSROOM TEACHERS

Definitions	Criteria or Procedural Guidelines
<p>The teacher of record is defined both by the teacher's roles and responsibilities and by certain student-related factors.</p> <p>Rule Chapter 180 provides the following definitions:</p> <ul style="list-style-type: none"> <li>● <b>Teacher of Record</b>—a teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part</li> <li>● <b>Instructional cohort</b>—the group of students for whom the teacher is the teacher of record.</li> <li>● <b>Course or Learning Experience</b>—a defined amount of time during which students are expected to reach certain benchmarks in mastery of specified curricular/content standards. A learning experience may be defined by calendar terms in the school year, by grouping arrangements, by alternative scheduling of instruction, etc.</li> <li>● <b>SLO</b>- Student Learning Objectives: A targeted, long-term goal for advancing student learning.</li> </ul>	<p>Teacher Criteria (single or multiple teachers of record)</p> <ul style="list-style-type: none"> <li>● By the end of October each teacher will verify with the Principal or designee the Instructional Cohort for which they will be the Teacher of Record. Students will not be added to this list once it has been verified.</li> <li>● An instructional cohort may have more than one teacher of record, provided the teachers can be said to have comparable influence on the students in terms of time and instruction, and that the student criteria is met for each teacher.</li> <li>● The teacher of record is responsible for teaching the course or learning experience.</li> </ul> <p>Student Criteria</p> <ul style="list-style-type: none"> <li>● The student is enrolled in the course or other learning experience taught by the teacher;</li> <li>● The student was present and was subject to instruction by the teacher at least 80% of the scheduled instructional time for the course or learning experience (see definitions) with that teacher; and,</li> <li>● The student took both the pre-test [assessment] and the post-test [summative assessment] designed to measure achievement or growth in that course or learning experience.</li> </ul>

DESCRIPTION	CONSIDERATIONS
Information on the teacher of record and instructional cohort provides the basis for linking individual teachers to student outcomes.	<ul style="list-style-type: none"> <li>• <b>Roster and attendance</b>—In the SLO, the teacher describes the students and characteristics that have implications for instruction. The official roster of students in an SLO instructional cohort might be supplied by district electronic gradebook software, (e.g. Infinite Campus, Jumprope); however, the roster of students should also be maintained by the teacher <i>accurate attendance records are critical in linking the teacher to student outcomes.</i></li> <li>• <b>Supplemental Instructors (e.g. Title I, RTI, SPED, ELL)</b>- Must provide evidence of growth through individualized specialized goals (e.g. IEP Goals, Title I Goals).</li> </ul>

### **Educator and Community Involvement in Development of PEPG**

In the fall of 2014, the President of the Biddeford Teachers' Association, Superintendent, and Assistant Superintendent held a planning meeting in the Leadership Office. The three worked collaboratively to develop a list of people who would appropriately and thoughtfully serve on a committee to develop this protocol. Neither the Association or Superintendent objected to the roster of participants--there was full accord. Shortly thereafter, invitation was made to parents and school committee members. The final group--more than 20 strong--began planning meetings in December, 2014. Concurrently, the Assistant Superintendent opened an online forum and records storage repository, and commenced regular district-wide communication about the law and the work of the Committee.

The full Committee met monthly, and sub-groups completed research and writing tasks during interim periods. Each meeting concluded with a "thumbs up, thumbs down" consensus check, and protocols were only advanced and further developed when there was full consensus. We are proud of our collaboration and collective agreement on the major tenets of this plan.

### **Formation of Steering Committee**

Members of the PEPG Committee who wished to continue in service to the Steering Committee has committed to biannual review of the plan. Just as good teachers reflect on their practice and execution of lesson plans, the Steering Committee will "check and adjust," has has been deputized by the school committee to make changes to the plan, save in matters of SER calculation (i.e., 20%/80%), observation frequency, and the "support and consequences" section for teachers assessed to be *ineffective*.

### **Pilot**

The Biddeford School Department is actively piloting the PEPG system in our schools. SERs for teachers on the third year of an observation cycle will become part of the personnel record beginning in SY17-18.